



EQUALITY POLICY



COMPLIANCE WITH THE PUBLIC SECTOR EQUALITY DUTY ANNUAL STATEMENT 2025- 2026

Introduction

Under the Equality Act 2010, schools are subject to the Public Sector Equality Duty (PSED). In carrying out their functions, schools are required to have due regard to the need to:

- eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

The protected characteristics covered by the Equality Act 2010 are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

Our statutory responsibilities

The specific duties require schools to:

1. Publish information to demonstrate how the school is complying with the Public Sector Equality Duty.
2. Publish Equality Objectives.

This annual statement addresses the first of these requirements. Our Equality Objectives are published separately within our Equality Policy and are reviewed regularly to ensure that they remain relevant to the needs of our school community.

This statement provides a summary of the ways in which Little Heath School seeks to fulfil its obligations under the Public Sector Equality Duty.

Our commitment to equality

Little Heath School is an inclusive and welcoming community which values the diversity of our students, staff, families and wider community.

Our school is made up of people with varied backgrounds, lifestyles, cultures, beliefs, identities and experiences. We recognise that this diversity enriches our school community and the educational experience of our students.

We are committed to promoting dignity, respect, inclusion and equality of opportunity for every member of our community. We seek to identify and remove barriers to participation and achievement and to ensure that all students are supported to reach their full potential.

Our approach to equality is embedded across school policies, curriculum, pastoral provision, safeguarding, student support, leadership, recruitment and wider school life.

1. Eliminating discrimination, harassment and victimisation

Little Heath School is committed to preventing and challenging bullying, harassment, discrimination and prejudicial behaviour.

We actively promote a culture in which students and staff are expected to treat one another with dignity, kindness and respect. Where discriminatory or prejudicial language or behaviour occurs, it is challenged and addressed through the school's established behaviour, pastoral and safeguarding procedures.

Our approach includes:

- promoting an inclusive and welcoming school community where everyone is valued;
- reinforcing the school ethos of **spreading kindness** and celebrating the achievements and contributions of all;
- challenging discriminatory, prejudicial or derogatory language and behaviour;
- promoting tolerance and respect through assemblies, tutor time, PSHE and the wider curriculum;
- addressing how we treat others both offline and online;
- implementing clear anti-bullying procedures and responding appropriately to concerns;
- providing an RSE curriculum which promotes respect, healthy relationships and understanding;
- providing opportunities for students to learn about equality, diversity and different cultures;
- supporting students to understand the impact of prejudice and discrimination;

- providing appropriate pastoral and wellbeing support for students who may experience discrimination or barriers to inclusion.

Our policies and procedures that support compliance with the PSED include:

- Equality Policy and Accessibility Plan;
- Behaviour Policy, including Anti-Bullying procedures;
- Teaching and Learning Policy;
- SEND Policy;
- RSE Policy;
- Safeguarding and Child Protection arrangements;
- Admissions arrangements;
- Employment and recruitment procedures.

Our admissions arrangements are fair and transparent and are designed to comply with the Equality Act 2010.

Examples from 2025–2026

During 2025–2026, the school continued to promote equality and challenge discrimination through:

- a student-led **Diversity Group**;
- the **Celebration of Cultures Day** and Cultural Appreciation Evening;
- Black History Month and Pride-related activities and assemblies;
- faith-based opportunities including the Islam Club, Christian Union and provision of appropriate prayer and Ramadan spaces;
- assemblies and tutor activities focused on language, respect and how we treat one another both online and offline;
- personal development teaching addressing equality, diversity and respectful relationships;
- continued reinforcement of expectations around kindness, respect and inclusion.

2. Advancing equality of opportunity

Little Heath School seeks to ensure that students have equitable opportunities to achieve, participate and succeed, regardless of their background or protected characteristics.

We recognise that students may experience different barriers to achievement, participation and inclusion. Equality of opportunity therefore involves identifying individual and group needs and providing appropriate support, intervention and reasonable adjustments where required.

Monitoring achievement and progress

We collect, analyse and monitor information about different groups of students, including information relating to progress, attainment, attendance, behaviour and participation, to identify potential differences in outcomes and experiences.

This information is used to inform school improvement planning and to identify appropriate support and intervention.

Where gaps or barriers are identified, the school seeks to take appropriate action to improve outcomes and ensure that students are not disadvantaged.

Governors receive appropriate information about student progress and outcomes through the school's established governance arrangements, including consideration of the progress and attainment of different groups of students.

Specific examples of how we advance equality of opportunity include:

- our school-wide strategy for supporting Disadvantaged students;
- monitoring of Pupil Premium students and appropriate intervention;
- personalised support provided by our Pupil Premium Progress Leader;
- analysis of attendance by relevant student groups and targeted support where barriers are identified;
- personalised support and intervention through the Student Support Department;
- advice and guidance from the Student Support Department to teaching staff;
- identification of individual student needs through class profiles and appropriate classroom strategies;
- reasonable adjustments and targeted support to enable students with SEND and other additional needs to access learning and wider school opportunities;
- ensuring equitable access to a broad and balanced curriculum;
- providing appropriate support and intervention for students who require additional help or who may be at risk of underachievement;
- an extensive careers programme designed to raise aspirations, broaden awareness of opportunities and support positive destinations;
- monitoring of leavers' destinations to inform the development of careers provision;
- equitable access to extracurricular activities, student leadership and wider school opportunities.

Little Heath School also pays due regard to equality principles in recruitment, selection and employment and is committed to being an equal opportunities employer.

3. Fostering good relations

Little Heath School prepares students for life in a diverse society and seeks to develop understanding, empathy, respect and positive relationships between people from different backgrounds and with different characteristics, experiences and beliefs.

We promote a whole-school ethos in which discriminatory language and attitudes are challenged and students are encouraged to understand and respect difference.

Equality through the curriculum

Our curriculum provides opportunities for students to develop their understanding of different cultures, beliefs, identities, experiences and perspectives.

For example:

- **Religious Education** promotes understanding of different religions, beliefs and values;
- **PSHE and RSE** develop understanding of respect, relationships, equality and individual differences;
- **History, Geography, Languages, English, Art, Music, Drama** and other curriculum areas provide opportunities to explore the contribution and experiences of different people and cultures;
- students are encouraged to listen to different opinions, consider different perspectives and develop empathy for the experiences of others;
- tutor time and assemblies reinforce themes of friendship, respect, relationships, kindness and inclusion.

Building positive relationships across the school community

We provide a range of opportunities for students to work with and learn from others, including:

- student leadership opportunities;
- the School Council;
- the Student Voice Conference;
- the Diversity Group;
- LHS Pride+;
- SMILE peer mentoring;
- opportunities for newly arrived students to receive support and, where appropriate, a buddy;
- extracurricular activities and clubs;
- external speakers, visitors and business and enterprise links;
- charity and community activities;
- transition activities involving students from different year groups.

Our student-led groups and activities provide opportunities for students to take responsibility, develop leadership skills and contribute positively to the wider school community.

Examples from 2025–2026

During 2025–2026, the school sought to foster good relations through:

- the **Celebration of Cultures Day** and Cultural Appreciation Evening;
- continued promotion of the school's ethos of **spreading kindness**;
- personal development teaching on equality, respect and diversity;
- the Diversity Group;
- student participation in decision-making, including School Council feedback contributing to the School Improvement Plan;

- charity and community activities;
- tutor activities and assemblies;
- careers workshops open to all students;
- opportunities for students to meet visitors and external speakers;
- provision of visible signs around the school identifying staff and spaces where students can seek support.

Inclusion and accessibility

Equality of opportunity is supported by our commitment to accessibility and inclusion.

We recognise that some students may require additional support or reasonable adjustments in order to participate fully in school life. Through the Student Support Department, SEND provision, reasonable adjustments, pastoral support and wider student support systems, we seek to identify and reduce barriers to learning, participation and wellbeing.

Where barriers to participation, achievement or inclusion are identified, the school seeks to put appropriate support and reasonable adjustments in place.

Monitoring, evaluation and review

Equality is considered as part of our wider school improvement, safeguarding, pastoral, curriculum and student support processes.

We use a range of information to help us identify areas for development, including:

- student voice and feedback;
- staff feedback;
- attendance and participation information;
- progress and attainment data;
- behaviour and bullying information;
- safeguarding information;
- SEND and Inclusion information;
- feedback from parents and carers where appropriate;
- Tutor Wellbeing and Feeling Safe surveys.

This information helps us to identify barriers, consider whether further action is required and inform school improvement priorities. Where appropriate, equality considerations are taken into account when developing or reviewing school policies, procedures and improvement priorities.

Governors have oversight of relevant equality, inclusion, progress and safeguarding information through the school's established governance arrangements, as appropriate.

Our Equality Objectives are reviewed regularly and progress against them is reported separately through our **Meeting Our Equality Objectives** statement.

This annual statement will continue to be reviewed and updated to reflect the school's ongoing work to promote equality, inclusion and positive relationships across our community.

Our commitment

At Little Heath School, we believe that equality is an ongoing commitment rather than a single initiative.

We will continue to listen to our students, staff and wider school community, identify barriers to equality and inclusion, and take appropriate action to ensure that every member of our community is treated with dignity and respect and has the opportunity to participate, belong and achieve.